

## VARENNES ELEMENTARY

1820 South Highway 29  
Anderson, South Carolina 29626

**GRADES** K-5 Elementary School

**ENROLLMENT** 499 Students

**PRINCIPAL** Dr. Mary C. Paul 864-260-5215

**SUPERINTENDENT** Betty T. Bagley 864-260-5000

**BOARD CHAIR** Dr. William Mack Burriss 864-224-6384

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	15	67	48	3

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Excellent	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes

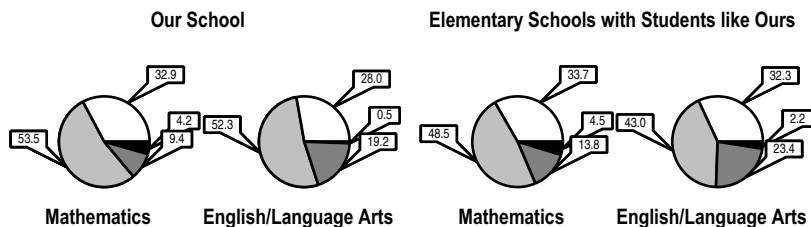
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	237	100.0	27.7	52.6	19.2	0.5	28.6	Yes	Yes
<b>Gender</b>									
Male	118	100.0	39.8	37.9	21.4	1.0	29.1		
Female	119	100.0	16.4	66.4	17.3	0.0	28.2		
<b>Racial/Ethnic Group</b>									
White	66	100.0	18.2	61.8	20.0	0.0	36.4	Yes	Yes
African-American	161	100.0	28.7	50.7	20.0	0.7	27.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	192	100.0	27.6	52.3	19.5	0.6	32.8		
Disabled	45	100.0	28.2	53.8	17.9	0.0	10.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	237	100.0	27.7	52.6	19.2	0.5	28.6		
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	100.0	26.8	53.1	19.6	0.5	29.2		
<b>Socio-Economic Status</b>									
Subsidized meals	196	100.0	29.6	50.8	19.6	0.0	25.7	Yes	Yes
Full-pay meals	41	100.0	17.6	61.8	17.6	2.9	44.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	237	100.0	32.9	53.5	9.4	4.2	26.3	Yes	Yes
<b>Gender</b>									
Male	118	100.0	36.9	48.5	8.7	5.8	27.2		
Female	119	100.0	29.1	58.2	10.0	2.7	25.5		
<b>Racial/Ethnic Group</b>									
White	66	100.0	18.2	63.6	12.7	5.5	38.2	Yes	Yes
African-American	161	100.0	36.7	50.7	8.7	4.0	22.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	192	100.0	33.3	51.1	10.3	5.2	30.5		
Disabled	45	100.0	30.8	64.1	5.1	0.0	7.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	237	100.0	32.9	53.5	9.4	4.2	26.3		
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	232	100.0	31.6	54.5	9.6	4.3	26.8		
<b>Socio-Economic Status</b>									
Subsidized meals	196	100.0	34.1	53.1	8.9	3.9	24.0	Yes	Yes
Full-pay meals	41	100.0	26.5	55.9	11.8	5.9	38.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	101	100.0	27.4	36.8	35.8	N/A	35.8
	<b>Grade 4</b>	93	100.0	26.7	57.0	16.3	N/A	16.3
	<b>Grade 5</b>	97	99.0	40.4	53.9	5.6	N/A	5.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	72	100.0	23.5	41.2	35.3	N/A	35.3
	<b>Grade 4</b>	95	100.0	27.0	60.7	12.4	N/A	12.4
	<b>Grade 5</b>	70	100.0	31.3	62.7	4.5	1.5	6.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	101	100.0	23.2	54.7	16.8	5.3	22.1
	<b>Grade 4</b>	93	100.0	16.3	62.8	15.1	5.8	20.9
	<b>Grade 5</b>	97	100.0	31.1	58.9	7.8	2.2	10.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	72	100.0	23.5	61.8	13.2	1.5	14.7
	<b>Grade 4</b>	95	100.0	33.7	52.8	6.7	6.7	13.5
	<b>Grade 5</b>	70	100.0	38.8	50.7	7.5	3.0	10.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 499)				
First graders who attended full-day kindergarten	98.8%	N/C	100.0%	100.0%
Retention rate	3.2%	Up from 1.3%	3.6%	2.7%
Attendance rate	96.4%	Up from 95.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.4%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	14.4%		5.3%	3.5%
Eligible for gifted and talented	6.6%	Down from 10.0%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.8%	Up from 10.6%	8.0%	8.2%
Older than usual for grade	0.8%	Up from 0.3%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	43.5%	Up from 40.9%	48.9%	51.4%
Continuing contract teachers	56.5%	Down from 86.4%	81.8%	87.5%
Highly qualified teachers**	95.3%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.1%	0.0%
Teachers returning from previous year	77.8%	Down from 86.2%	83.4%	86.7%
Teacher attendance rate	96.7%	Up from 95.1%	94.7%	94.9%
Average teacher salary	\$36,879	Down 3.5%	\$40,138	\$40,760
Prof. development days/teacher	16.4 days	Up from 6.7 days	13.8 days	12.4 days

School				
Principal's years at school	20.0	Up from 19.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 19.0 to 1	17.2 to 1	18.9 to 1
Prime instructional time	92.8%	Up from 90.6%	89.0%	90.0%
Dollars spent per pupil*	\$6,421	Up 5.5%	\$6,675	\$6,044
Percent of expenditures for teacher salaries*	62.3%	Down from 63.4%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

School Motto: Paving the way for tomorrow's leaders through quality education

**Mission:** The mission of Varennnes Elementary is to guide all students to value lifelong learning, self-worth, self-discipline, model respect for others, demonstrate their achievement through knowledge and skills acquired in order to be successful students and positive contributors to society by providing a quality education in a safe and nurturing environment that challenges individuals through support of parents, guardians, teachers, students, community, and administration.

**Our Beliefs:**

We believe that learning is the business of public school and that knowledge and skills are our central focus.

We believe that each child has the right to a quality public education and with that right comes the responsibility to earnestly participate in the educational process.

We believe that each individual has worth and potential for growth and development.

We believe that students have different educational needs because they learn in different ways.

We believe that every student is entitled to a safe, secure learning environment.

We believe that ethical values and a positive self-image contribute to the success of the individual.

We believe that the understanding of individual, racial, and cultural differences will bring about harmony and strengthen relationships in our society.

We believe that the family is critical in the development of the student.

We believe that broad-based community support is the foundation of the school system

We believe that shared decision-making improves the educational process.

We believe that effective education helps students apply knowledge.

We believe that the quality of the life in our community is improved by increasing the general education levels of our population.

Principal-Dr. Mary C. Paul

SIC Chair-Mrs.. Alisha Larsen

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	44	63	43
<b>Percent satisfied with learning environment</b>	95.3%	88.9%	90.2%
<b>Percent satisfied with social and physical environment</b>	90.5%	88.9%	83.7%
<b>Percent satisfied with home-school relations</b>	27.9%	82.5%	76.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.